

REDCLIFFE ELEMENTARY

6741 Atomic Road
Aiken, South Carolina 29803

GRADES K-5 Elementary School

ENROLLMENT 839 Students

PRINCIPAL Teresa L. Pope, Ph.D. 803-827-3350

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	50	34	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

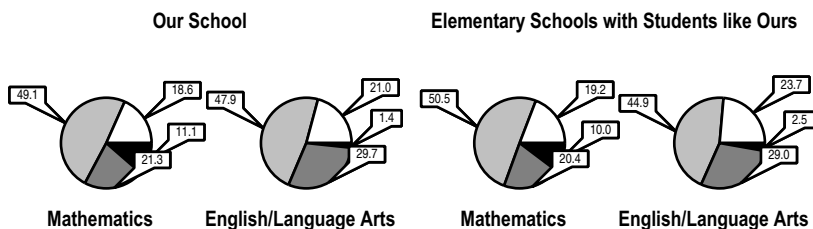
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	57	167	94
Percent satisfied with learning environment	89.3%	84.8%	86.0%
Percent satisfied with social and physical environment	92.7%	82.3%	70.3%
Percent satisfied with home-school relations	60.4%	89.1%	84.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	465	98.5	21.0	47.9	29.7	1.4	31.1	17.6
Gender								
Male	232	97.8	25.6	49.8	23.3	1.4	24.7	17.6
Female	233	99.1	16.7	45.9	36.0	1.4	37.4	17.6
Racial/Ethnic Group								
White	272	97.8	14.4	47.6	36.4	1.6	38.0	17.6
African-American	180	99.4	29.9	50.6	18.4	1.1	19.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	12	100.0	33.3	16.7	50.0	N/A	50.0	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	424	98.8	19.2	48.4	30.9	1.5	32.4	17.6
Disabled	41	95.1	40.5	43.2	16.2	N/A	16.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	465	98.5	20.6	48.4	29.6	1.4	31.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	465	98.5	21.1	47.8	29.7	1.4	31.1	17.6
Socio-Economic Status								
Subsidized meals	252	98.4	26.9	51.7	20.6	0.8	21.4	17.6
Full-pay meals	213	98.6	14.1	43.2	40.7	2.0	42.7	17.6

Mathematics								
All students	465	99.6	18.6	49.1	21.3	11.1	32.4	15.5
Gender								
Male	232	100.0	20.5	50.7	18.3	10.5	28.8	15.5
Female	233	99.1	16.7	47.3	24.3	11.7	36.0	15.5
Racial/Ethnic Group								
White	272	99.3	11.4	46.9	26.4	15.4	41.7	15.5
African-American	180	100.0	27.6	54.6	13.8	4.0	17.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	12	100.0	41.7	16.7	16.7	25.0	41.7	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	424	99.5	16.1	49.4	22.3	12.2	34.5	15.5
Disabled	41	100.0	43.6	46.2	10.3	N/A	10.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	465	99.6	18.1	49.5	21.6	10.8	32.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	465	99.6	18.6	49.0	21.3	11.1	32.4	15.5
Socio-Economic Status								
Subsidized meals	252	100.0	24.4	57.9	13.6	4.1	17.8	15.5
Full-pay meals	213	99.1	11.6	38.2	30.7	19.6	50.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	141	N/A	16.7	37.0	43.5	2.9	46.4
	Grade 4	176	N/A	23.0	41.4	33.3	2.3	35.6
	Grade 5	160	N/A	17.8	58.0	24.2	N/A	24.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	132	98.5	8.9	44.4	42.7	4.0	46.8
	Grade 4	141	97.9	23.9	47.0	28.4	0.7	29.1
	Grade 5	192	99.0	27.2	51.1	21.7	N/A	21.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	141	N/A	12.2	44.6	23.0	20.1	43.2
	Grade 4	176	N/A	28.2	36.2	20.1	15.5	35.6
	Grade 5	160	N/A	24.5	44.7	20.1	10.7	30.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	132	100.0	9.5	53.2	27.0	10.3	37.3
	Grade 4	141	100.0	17.6	51.5	16.9	14.0	30.9
	Grade 5	192	99.0	25.6	44.4	20.6	9.4	30.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 839)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.4%	Up from 4.2%	2.6%	2.4%
Attendance rate	95.0%	Down from 95.9%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	18.6%	Down from 20.9%	14.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.9%	Down from 4.0%	8.6%	8.0%
Older than usual for grade	3.0%	Up from 2.1%	1.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 62)				
Teachers with advanced degrees	35.5%	Up from 32.8%	45.0%	50.0%
Continuing contract teachers	85.5%	Up from 82.8%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.7%	Up from 86.4%	87.7%	86.2%
Teacher attendance rate	94.4%	Down from 96.2%	95.2%	95.3%
Average teacher salary	\$39,239	Up 1.8%	\$39,599	\$39,909
Prof. development days/teacher	8.5 days	Up from 8.1 days	11.1 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	17.6 to 1	Down from 18.6 to 1	19.1 to 1	18.9 to 1
Prime instructional time	89.0%	Down from 91.2%	89.6%	89.7%
Dollars spent per pupil*	\$5,091	Up 11.5%	\$5,659	\$5,892
Percent spent on teacher salaries*	67.2%	Down from 67.7%	66.6%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	91.1%	Down from 97.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Redcliffe Elementary has seen major improvements in parental involvement, family literacy, arts education, staff development and curriculum alignment. The entire school community welcomed the introduction of the SC Reads program and the emphasis on literacy and parent support for the total school program. As a result of this reading initiative and the continued focus on the Arts Infusion Program, staff development and curriculum standards, we've experienced a positive and productive year.

The implementation of the SC Reads Grant allowed us to work with adults in the community on parenting skills, literacy, and in many cases working toward their GED. These parents in the Adult Education Program and all parents were given an opportunity to work in the school with their children to support new strategies in literacy development. They were also invited to meet Mem Fox, a well-known author and James Ransome, a successful illustrator of children's books. Staff development in literacy development was made available to administrators, teachers and parents through workshops, classes and study groups. We all became eager to read aloud daily to children and share a love for reading and learning together.

Our Arts Infusion Program was showcased with the annual "Fifth Grade Production," winter and spring choral performances, "Polar Bear Express Night," Black History Program, Step Dance Team, and an "Arts Night." These programs were instrumental in bringing parents in to the school and involving them in the education of their children.

The staff development program for the year was developed after reviewing survey results from parents, teachers and students. A year-long plan using recommended books, materials and supplies ranging from Who Moved My Cheese, Fish, and Results were ordered with supplemental material for staff in an effort to improve morale, instruction, and test scores. The state standards and test scores were reviewed with parents during parent conference night. A parent meeting was also held to discuss PACT.

Redcliffe is a progressive school with a dedicated staff. We are committed to making positive changes yearly, using evaluative tools and clear communication to determine our needs and set goals.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.